

Patricia Startz: EDLD5301:8032

Action Research Plan -Draft

Goal: To show how interactive student response systems can be utilized to more fully develop student higher order cognitive skills.

Action Steps(s):	Person(s) Responsible:	Timeline: Start/End	Needed Resources	Evaluation
<p>Research available literature focusing on the integration of interactive student response systems (clickers) into different subject curriculum presentation and assessments. Pay special attention to articles that specifically provide methods of developing higher order cognitive (thinking skills) using clickers.</p> <p>Collect performance data/assessment data from statewide testing and from teachers, classroom observations and teacher interviews</p> <p>Research formative assessments that assess the development of higher order thinking skills.</p> <p>Get teacher opinions – conduct a quick online survey- what do they think works best in their subject? Interim survey ? What changes, if any needed? Final survey.</p>	Self	<p>June 1, 2011 – December 2012.</p> <p>August 2011 – and August 2012.</p> <p>June 1, 2011 – December 2012</p> <p>August 2011</p> <p>May 2012 August 2012 Dec.2012</p>	<p>Internet – Educational Research Reporting sites Vendor materials Region 3 ESC Professors STAAR rubrics if/when available for each grade level.</p> <p>TEA</p> <p><i>Formative assessment resources including 25 Quick Formative Assessments for a Differentiated Classroom</i> by Judith Dodge(2009)</p> <p>http://www.uen.org/k12educator/big6/evaluation.shtml The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz</p> <p>Moodle or Joomla Survey</p>	<p>Literature reviews for articles and books with noteworthy information, quotes, and examples in a useable format.</p> <p>Important URL's for relevant sites documented.</p> <p>Properly documented assessment data sets.</p> <p>Appropriate formative assessments included in each project – minimum of 2.</p> <p>Surveys and results</p>

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<p>Key questions:</p> <p>Is there a free evaluation that students can take to measure their functional cognitive level?</p> <p>LoTi assessment for teachers and students?</p> <p>What kinds of clicker integrated activities are being recommended by curriculum experts to increase cognitive skills?</p> <p>Which activities demonstrate the most improvement in developing cognitive ability?</p> <p>Do these same activities demonstrate the same results across subjects?</p> <p>Can the activities be multi-tiered to work on progressively higher levels of cognitive abilities? Across multiple grades?</p> <p>How do I build a set of multi-tiered activities that build progressively higher levels of cognitive abilities?</p>	Self	August 1, 2011 – Dec. 15, 2012.	<p>Teacher and Student NETS and/or Star Chart Tech.Apps assessment for baseline Technology ability.</p> <p>LoTi Assessment for Teachers</p> <p>Grade appropriate Baseline cognitive skills assessments.</p> <p>Internet –</p> <p>Educational Research Reporting sites</p> <p>Vendor materials</p> <p>Region 3 ESC</p> <p>Academic Partnership Professors</p> <p>TEA – Project Share</p> <p><i>Formative assessment resources including 25 Quick Formative Assessments for a Differentiated Classroom</i> by Judith Dodge(2009)</p> <p>http://www.uen.org/k12educator/big6/evaluation.shtml</p> <p>The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz</p> <p>Moodle or Joomla Survey</p>	<p>Answers to questions noted in research in write up.</p> <p>Where appropriate assessment results documentation.</p> <p>The project templates with examples of high quality, but simple formative assessments, multi-tiered activities that work across curriculum and grade levels.</p> <p>Sample Moodle, Joomla, or Project Share Survey and teacher responses.</p>

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<p>Create a set of six templates for multi-tiered activities that build progressively higher levels of cognitive abilities</p> <p>Templates will:</p> <ol style="list-style-type: none"> 1) Start with a description, list of academic and technology TEKS covered and an explanation of how the project will tie into daily curriculum and improve student cognitive abilities; 2) A summary of technology related tasks the teacher and students will need to acquire before and/or during the project; 3) be workable for each of Science, Mathematics, Reading, Writing, and social studies. 4) be cross-curricular activities. 5) Include rubrics for expected learning outcomes for each of the 4 levels. 6) Include grading rubrics. 7) Include rubrics for expected learning outcomes for each of the 4 levels; 8) Include grading rubrics; 9) Include a link to a quick survey for the teacher to summarize student performance and recommended project edits; 10) Include link to project disc. Blog. 	Self	<p>August 1, 2011 – December 15, 2011. Will Use in Spring of 2012. Jan- May 2012.</p> <p>Revise and repeat for Fall 2012.</p>	<p>Reg.3 Cathy Stolle Bettin Blocker eInstruction site, selected curriculum books</p>	<p>Do Project templates exist?</p> <p>Do they include each of the 10 items listed on the left?</p> <p>Teacher responses to 9 & 10.</p> <p>Pre-post cognitive analysis assessment??</p>

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<p>Locate and/or create tutorial resources for the embedded technology tool integration skills teachers will need. Especially clicker software manipulation.</p> <p>Provide links to those tutorials within each activity set.</p> <p>Provide links to inspirational articles and research excerpts that will show teachers we aren't suggesting they waste their valuable time. Research based proof it will work, if they just try it and stick with it.</p> <p>Set a calendar of local tutorials for 1:1 with teachers.</p>	<p>Self</p> <p>Self</p>	<p>August 1, 2011 – December 15, 2012.</p> <p>August 1, 2011 – December 15, 2012.</p> <p>August 2011</p>	<p>Microsoft tutorials eInstruction software tutorials Mobi tutorials Clicker tutorials Moodle tutorials</p> <p>Stolle, Blocker, & Bettin input</p> <p>Articles mentioned at left, URL to the resources.</p> <p>Tutorial appointment calendar And/or certificate of achievement for completion of individual learning.</p>	<p>Url to resource pages for this information. If created for this action research plan, copies of handouts, tutorial files, teacher evaluations of the tutorials.</p> <p>URL to these resource links.</p> <p>Calendar, sign-in sheets or tutorial logs, tutorial assessments of learning</p>
<p>Introduce teachers to the Project Potluck Process:</p> <ol style="list-style-type: none"> 1) Explain it: 2) Find a cute pot for teachers to draw the topic sheets from. 3) Provide links to quickie "How-To's" in Moodle, Project Share, and other places. 4) Provide calendar; 5) Provide initial project? 	Self	<p>August 2011</p> <p>Inservice.</p>	<p>Time for meeting Enticing Prizes</p>	<p>Presentation documents Presentation Video Calendar Sample of a project.</p>

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Show teachers online tutorials, Conduct tutorials, check on teachers, help when they get stuck.	Self	August 2011 – Dec. 15,2012	Microsoft tutorials Einstruction software tutorials Mobi tutorials Clicker tutorials Moodle tutorials	Tutorial logs and/or online tutorial completion records.
Teacher will model technology integration and strategies to improve student cognitive abilities using Clickers.	Teachers Principal	August 2011 – Dec. 2012	Project templates, web resources, tutorials, appropriate technology equipment, i.e. clickers, mobi's, document cameras, computers, network/internet access.	Teacher documentation in Lesson Plans, compare lessons to project outcome rubrics.
Teachers will share what is working and what isn't within a safe educational learning community established either locally, within EdWeb.net, or Project Share.	Teachers	August 2011 – Dec. 2012	Moodle Accounts, Joomla Accounts, Project Share Accounts EdWeb.net Accounts	Discussions saved for documentation.
At 3 weeks, see how they are doing, if they need to rethink their version of the project. a) Do students enjoy activities? b) Do they enjoy the activities? c) Is there evidence of improved cognition? d) Are there problems with the lessons- suggest how to improve: e) ready to move to higher level?	Self	Sept.9-16, 2011 Oct.21-28, 2011 Dec.2-9, 2011 Feb. 9-16, 2012 Mar. 16-23,2012 STAAR /TAKS testing in April May makes it difficult to do surveys. Use March to work over Fall projects. Add Fall Calendar when it is available	Teacher/ student formative assessments and surveys.	Satisfaction survey results; student products; Teacher products; Discussion notes.

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<p>At 6 weeks teachers will collect student projects, i.e., their data, upload their projects to moodle or project share to store. Teachers will share their assessment results via educational community-blog(s). Teachers will have the Potluck Dinner Discussions face-to-face or at their computers with skype or other video conference tool with each at their desks. During discussions teachers will:</p> <ol style="list-style-type: none"> 1) Discuss good/bad of project they implemented; 2) Report student performance gains. 3) Brainstorm and note improvements to address problems. 4) Summarize 1 & 2 on project Potluck revisions page. 5) Edit project instructions with fixes before placing in the potluck pot for next go round. 5) Repeat the process for each 6 weeks, ??6th 6 weeks ?? due to testing not sure. 	<p>Teachers Me Principal R3 staff Course professors.</p>	<p>By Oct. 7, 2011 Nov. 18, 2011 Jan. 23, 2012 March 2, 2012 Not sure how will work with testing.</p> <p>Edit when 2012 – 2012 calendar is available.</p>	<p>Moodle/project share to collect student work; Ed.blog for teacher summary and possibly in place of potluck dinner. Skype or other online video connectivity for virtual face – to-face. Participation prize for each teacher.</p> <p>Principal R3 staff Course professors</p>	<p>Student project scores Student project products. Teacher blogs Completed formative assessments; Discussion notes; Edited projects.</p>
<p>Analyze the project results each 6 weeks. Look at student and teacher products According to cognitive level rubrics for</p>	<p>Me Teachers Principal</p>	<p>By Oct. 7, 2011 Nov. 18, 2011 Jan. 23, 2012 March 2, 2012</p>	<p>Formative assessment rubrics; Cognitive measurement tools; Resources mentioned first part of project.</p>	<p>Completed assessments Achievement records; Projects Outcomes Assessments</p>

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<p>state assessments did we cover those? Indicators student cognitive levels are increasing/decreasing/no effect? Major pitfalls/failures – are they fixable? How did the kids do on state assessments?-</p> <p>Revise and freshen activities for the Fall. Do it again- but better</p>		<p>Not sure how will work with testing.</p> <p>Edit when 2012 – 2012 calendar is available.</p>	<p>Curriculum TEKS STAAR Rubrics Principal R3 staff Course professors</p>	<p>Student Performance records on STAAR/Taks</p>
<p>Project Action Research Summary:</p> <ol style="list-style-type: none"> 1) Literacy Review Summary 2) Descriptions of Formative Assessment tools utilizing clickers; 3) Descriptions of how clickers utilized during each six weeks within each project for formative assessments and other activities; 4) Analysis of degree of success of each method of implementation; 5) Summary report of implementation methods that provide greatest degree of cognitive improvement. 	Self	June 2011 – Dec. 2012	All of the above resources.	<p>Research report. Student Assessment improvement. Student Success on new STAAR/Taks assessments. Where baseline EOC data exists from previous year, individual student improvement and/ overall class improvement. Share the report on Edblog, with teachers, with principal.</p>

Format based on Tool 7.1 from *Examining What We Do to Improve Our Schools*

(Harris, Edmonson, and Combs, 2010)